Social and Behavioral Sciences
Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Anthropology

2. Course prefix and number: ANTH 202

3. Texas Common Course Number: 2302

4. Complete course title: Introduction to Archaeology

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

☐ Communication
☐ Mathematics
☐ Life and Physical Sciences
☐ Language, Philosophy and Culture
☐ Creative Arts
☐ American History
☐ Government/Political Science
☐ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

☐ Yes
☐ No

8. How frequently will the class be offered? Every semester

9. Number of class sections per semester: 1-2

10. Number of students per semester: 150


This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:

Course Instructor

Date: 3/27/13

Approvals:

14. Department Head

Date: 3/27/13

15. College Dean/Designee

Date:

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

Mar 28, 2013

Texas A&M University

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

ANTH 202, Introduction to Archaeology, is an existing Texas A&M Core Curriculum course in Humanities. It is being proposed here for inclusions in the Social and Behavioral Sciences area of the Core Curriculum. This course examines the social and behavioral scientific field of archaeology. It provides students a survey of the fundamentals of archaeological practice by covering the empirical and scientific methods and theory used in archaeology as well as how archaeology is informed by theories and knowledge from other social and behavioral sciences. The course also provides an overview of the archaeological record from our beginnings to recent times, specifically considering past human behaviors such as technologies, subsistence practices, land-use strategies, trade and exchange networks, symbols and belief systems, and gender roles to name several. ANTH 202 gives students an appreciation for the complex web of behaviors and interactions among individuals, groups, institutions, and events and further examines how these behaviors and interactions have impacted the individual, society, and culture. After completing this course, students have a well-rounded knowledge of past human cultures through time and across space. Lectures, readings and assignments are relevant, covering topics and problems faced by archaeologists today.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

In ANTH 202 students are required to examine problem-oriented topics in the field of archaeology. Every topic raised in readings and lectures is presented as a problem to be solved in which data and multiple interpretations of these data are discussed. Students must grapple with complex questions like “how and why did humans first domesticate plants and animals,” instead of simply “when and where did humans first domesticate plants and animals”. “How” and “why” questions typically reflect informed interpretations of evidence so students in class are repeatedly exposed to alternative theories and perspectives, instead of just observations and facts. Through the course students must learn to analyze, evaluate and synthesize new information, as well as critically evaluate interpretations and theories based on that information.

Beyond being challenged to think critically during class lectures and discussions, students’ critical thinking skills are evaluated in two meaningful ways.

1) Written exams have essay questions that require students to defend a thesis by critically evaluating archaeological evidence, and diagram interpretation sections of exams require students to evaluate and
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

synthesize the information provided in the associated chart, table, graph or map.

2) Article reviews challenge students to think outside the normal undergraduate box because students are given the opportunity to provide a "peer-review-style" critique of a professional scientific journal article. Students have to evaluate the work of others by identifying strengths and weaknesses of each article and the articles’ contributions to the field of archaeology.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Through course texts and lectures, students taking ANTH 202 learn to effectively describe and express archaeological information by using accurate and technical vocabulary appropriate to the topic. Students are evaluated on their communication skills on exams, written assignments, and in class discussions.

1) Students learn methods of visual communication, analysis and interpretation by working with various graphic representations of archaeological data, including learning how to assess charts and graphs, tables, maps and other diagrams.

2) Students learn methods of written communication by comparing archaeological data with selections of contemporary publications to interpret past human behavior and its relationship to societal and cultural traditions and norms.

3) Students engage in oral communication by formulating accurate and suitable questions and responses during lectures and class discussions. The course lectures are interactive to encourage students to actively participate.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

In this course students are exposed to specific research samples and case studies in lectures and the textbook. These examples demonstrate to students how manipulation and analysis of archaeological data can help us understand past human behaviors. Archaeological data (e.g., radiocarbon, optically stimulated luminescence and other forms of numerical dates, stone tool data, faunal and floral data, architectural data, spatial data, etc.) are presented, analyzed, and interpreted, showing students how to use these data to reconstruct timing of archaeological events and various human behaviors such as organization of technology, subsistence practices, settlement strategies, and ceremonial activities to name a few.

Students are also given opportunities to use these newly learned methods in three ways.

1) On exams students are given the opportunity to analyze and interpret data-rich graphs, tables, diagrams and charts.

2) In article reviews, students are expected to comment in meaningful ways on the data presented in scientific articles. Students are also asked to give insightful suggestions on how one could more effectively represent the data under consideration.

3) Exercises challenge students to collect their own data and use these data to better understand past human behaviors. For example, a seriation exercise asks students to collect tombstone data from a local cemetery and develop a chronology of the interments in that cemetery.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Social responsibility is an important part of being an archaeologist, specifically an anthropological archaeologist. Archaeologists have the ethical responsibility of championing intercultural competency, spreading knowledge of civic responsibility, and engaging effectively in regional, national, and global communities with regards to education of humanity’s past and the preservation of that past. Through readings, lectures, and assignments (article reviews and exercises) students of ANTH 202 are instilled with these values and expected to come away from this course with
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

sense of and appreciation for social responsibility. Below are several ways in which students learn about these values and are evaluated on their sense of social responsibility.

1) Course content repeatedly demonstrates humanity's deep past (>3 million years) and rich diversity of global cultural traditions that have emerged over the past 20,000-10,000 years, thereby instilling a sense of intercultural competency and sensitivity to other ways of doing, thinking, and being that can be felt on local, regional, national and global scales.

2) Through lectures, readings, and assignments, students encounter the potential social and political power of archaeological evidence and archaeological objects, learning that many human societies (and in some cases, archaeologists) use (and have used) archaeology to create a sense of ethnicity and nationalism, or to downplay another society's claims of lands, resources, and even their past. Students learn that it is their civic responsibility as members of society to determine whether archaeological and historic monuments should be protected, and whether artifacts and objects of cultural patrimony should be possessed by individuals or society at large.

3) Lectures, readings, and assignments demonstrate how archaeology has evidenced the origins of the world's major cultural traditions, providing students a means of becoming effective, educated members of a global community. This is especially important since the state and nation in which they live are increasingly becoming more and more diverse. Students leave ANTH 202 with a greater respect of other peoples and cultures.

4) Student performance on exams and exercises is used as a proxy of their knowledge of the world's varied cultural traditions and emerging ability to function in a multi-cultural world.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
ANTH 202
Introduction to Archaeology
Section 500, Fall 2013, T-R, 11:10 am -12:25 pm, HECC 108

COURSE INSTRUCTOR
Kelly Graf: kgraf@tamu.edu
Office Phone: 979-845-0137
Office Location: Anthropology Building (ANTH), Center for the Study of the First Americans, Room 203.
Office Hours: T-R 2:00-5:00 pm

COURSE DESCRIPTION
This course examines the field of archaeology. It provides students a survey of the fundamentals of archaeological practice by covering the method and theory of archaeology as a behavioral science by focusing on the application of empirical and scientific methods that contribute to the understanding of what make us human. It also provides an overview of the archaeological record from our beginnings to recent times, giving students an appreciation for the diversity of world cultures through time and across space. Lectures, readings, examinations, and exercises will cover the basic topics and problems faced by archaeologists today.

Prerequisites: None.

COURSE LEARNING OUTCOMES
- Know fundamental methods and basic theoretical frameworks archaeologists use to reconstruct past cultures.
- Know and understand the major issues in world prehistory today, including evolution of early human behavior, origins and spread of modern humans, emergence of agriculture, and rise of complex societies.
- Know the major prehistoric archaeological cultures, phases, sites, and artifacts characterizing significant events in the human past in different regions of the world (including Africa, Europe, East Asia, North and South America).
- Appreciate the diversity and complexity of the world’s cultures, especially in terms of ecology, technology, architecture, and art.
- Demonstrate competence in presenting archaeological information in written and spoken word, following scientific report format.

CORE CURRICULUM OBJECTIVES FOR SOCIAL AND BEHAVIORAL SCIENCES
This course meets the Social and Behavioral Sciences core curriculum requirement. Therefore, students are expected to meet the following core objectives upon completing this course.
- Learn to think creatively, innovate, and make inquiries and analyze, evaluate and synthesize archaeological information.
• Learn to effectively develop, interpret, and express ideas about the human past through written, oral, and visual communication when conveying archaeological information.
• Learn to manipulate and analyze data or observable facts that will result in formation of informed conclusions about the archaeological record and past human behaviors.
• Develop intercultural competency, gain knowledge of civic responsibility and effectively engage in regional, national, and global communities.

COURSE STRUCTURE, REQUIREMENTS, AND POLICIES

This is a 200-level introductory course that meets for one hour and fifteen minutes, two days each week of the semester. Class meetings will consist primarily of lectures, but time will also be spent discussing current topics in archaeology as well as exams and class assignments (i.e., readings and exercises). Class discussions will instill core objectives: critical thinking, communication, and empirical and quantitative skills as well as an appreciation for human cultural diversity and need for social responsibility. Such skills are necessary for students to appreciate and effectively comprehend, evaluate, and synthesize the content of this course and what makes us human.

Three exams will test students on course content: details in both archaeological fundamentals and prehistory. Exams will also evaluate student skills related to specific course learning outcomes and core-curriculum objectives. Students will be tested on materials learned in class lecture, discussion, and readings. Each exam will contain objective (e.g., multiple choice, matching, true-false questions) and more subjective questions that require students to respond by writing brief paragraphs or essays. In addition, each exam will have a “visual-communication” component, in which students respond to questions relating to a graph, chart, table, or map similar to one encountered in class or readings. The exams are not cumulative; however, the final exam will include a section that tests students’ comprehensive knowledge of archaeology and prehistory gained throughout the semester.

Two Article Reviews will give students the opportunity to practice what they are learning from lectures and readings: critical thinking, effective communication, empirical and quantitative skills, and social responsibility. Students will write two 2-page article review essays. In each review, students will critically evaluate a scientific article. These assignments will give students the opportunity to analyze, evaluate, and synthesize data, analyses, and interpretations of archaeologists. They will also provide them a means through which to effectively communicate on written and visual work of others. Each scientific article for review will be uploaded to the course’s e-learning site one week prior to the due date of each review. Article reviews are due in class and due dates are indicated below in the course schedule.

Two Take-Home Exercises will examine how archaeologists analyze material remains to reconstruct past human behavior and cultures—technology, subsistence, settlement, social relationships, and ideology. Assignments will be posted at the course’s e-learning site one week prior to the due date of the respective exercise. Due dates are given below in the course schedule.

Grading Procedure for the Semester
Points Possible for Term: Total Points
Exercises (2 x 25) 50
Article Reviews (2 x 25 pts each) 50
Exams 1 and 2 (2 x 100 pts each) 200
Final Exam 150
450
Final grades will be based on a traditional scale of grading with an A grade given to students who earn 90-100% (405-450 pts) of the total, B to those earning 80-89% (360-404 pts), C to those earning 70-79% (315-359 pts), D to those earning 60-69% (270-314 pts), and F to those earning less than 60% (<270 pts) of the total points for the course.

**Attendance**
Following TAMU student rules on attendance, class attendance is viewed as an individual student responsibility. Students, therefore, are expected to come to class and complete all course assignments. Students are responsible for knowing the course schedule outlined in this syllabus, and in the case of an unavoidable absence are also responsible for providing satisfactory evidence of that absence. A list of acceptable excused absences is provided at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). Students with acceptable excused absences must provide written notification prior to the date of absence or in cases where advanced notification is not possible (e.g., auto accident, other emergency) written notification must be made within two working days following the absence.

**Electronics:** Because they are disruptive, **cell phones not allowed in class**. Laptops and tablets are okay as long as they are used to take notes. If a student using an electronic device in class for purposes other than class note taking becomes distracting to the instructor or students and disruptive to the class in anyway, that student will be asked to leave class.

**Americans with Disabilities Act (ADA) Policy Statement**
The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Department of Anthropology and TAMU Statement on Diversity**
Respect for cultural and human biological diversity is at the core of study in Anthropology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Anthropology Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences ([http://diversity.tamu.edu](http://diversity.tamu.edu)).

**Academic Integrity Statement**
"An Aggie does not lie, cheat, or steal or tolerate those who do."

**REQUIRED COURSE TEXT**


Additional readings (TBA and references for writing exercises) will be available online at *e-learning* or the library’s e-journals link.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week (days)</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1 (Aug 27)</td>
<td>Introducing Archaeology and Prehistory</td>
<td>Ch 1</td>
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<tr>
<td>(Aug 29)</td>
<td>Goals of Archaeology</td>
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<tr>
<td>2 (Sept 3)</td>
<td>The Archaeological Record I: Artifacts, Ecofacts, Features</td>
<td>Ch 2</td>
</tr>
<tr>
<td>(Sept 5)</td>
<td>The Archaeological Record II: Formation Processes</td>
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<td>3 (Sept 10)</td>
<td>Accruing the Record: Survey and Excavation</td>
<td>Ch 3</td>
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<tr>
<td>(Sept 12)</td>
<td>Dating Archaeological Sites: Relative Dating Techniques</td>
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<tr>
<td>4 (Sept 17)</td>
<td>Dating Archaeological Sites: Chronometric Dating Techniques</td>
<td>Ch 4</td>
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<tr>
<td>(Sept 19)</td>
<td>How did People Live? Technologies</td>
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<td>5 (Sept 24)</td>
<td>How did People Live? Subsistence</td>
<td>TBA</td>
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<td>(Sept 26)</td>
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<td>6 (Oct 1)</td>
<td>Individuals and Interactions</td>
<td>Ch 5</td>
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<td>(Oct 3)</td>
<td>Studying the Intangible</td>
<td>Ch 6</td>
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<td>7 (Oct 8)</td>
<td>Explaining the Past</td>
<td>Ch 7</td>
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<td>(Oct 10)</td>
<td>Theory in Archaeology</td>
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<td><strong>Exercise 1 Due in class (Oct 10)</strong></td>
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<td>8 (Oct 15)</td>
<td>Human Origins: The First Hominins</td>
<td>Ch 8</td>
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<td>(Oct 17)</td>
<td>Emergence of Genus <em>Homo</em></td>
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<td>9 (Oct 22)</td>
<td>African Exodus</td>
<td>Ch 9</td>
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<tr>
<td>(Oct 24)</td>
<td>Neanderthals and Modern Human Origins</td>
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<td>10 (Oct 29)</td>
<td><strong>Exam 2</strong></td>
<td>Ch 10</td>
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<td>(Oct 31)</td>
<td>The Great Diaspora: Eurasian Paleolithic Archaeology</td>
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<td>11 (Nov 5)</td>
<td>Peopling of Beringia and the Americas</td>
<td>Ch 10</td>
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<td>(Nov 7)</td>
<td>After the Ice Age: Mesolithic Hunter-Gatherers</td>
<td>TBA</td>
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<td><strong>Article Review 2 Due in class (Nov 7)</strong></td>
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<td>12 (Nov 12)</td>
<td>Emergence of Agriculture</td>
<td>Ch 11</td>
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<td>(Nov 14)</td>
<td>Archaeological Evidence for Plant and Animal Domestication</td>
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<td>13 (Nov 19)</td>
<td>New World Farmers</td>
<td>Ch 14-15</td>
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<td>(Nov 21)</td>
<td>New World Civilizations</td>
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<td>14 (Nov 26)</td>
<td>Old World Civilizations</td>
<td>Ch 12-13</td>
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<td>(Nov 28)</td>
<td><strong>Exercise 2 Due in class (Nov 26)</strong></td>
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<tr>
<td>15 (Dec 3)</td>
<td>On Being an Archaeologist</td>
<td>Ch 17</td>
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**FINAL EXAM DURING SCHEDULE PERIOD**  
Fall 2013: Friday, December 6, 2013, 3-5pm
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Sociology

2. Course prefix and number: SOCI 212

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Sociology of Popular Culture

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences
   □ Communication       □ Creative Arts
   □ Mathematics         □ American History
   □ Life and Physical Sciences □ Government/Political Science
   □ Language, Philosophy and Culture □ Social and Behavioral Sciences

   Current Core: No
   Current ICD: No

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   □ Yes   □ No

8. How frequently will the class be offered? Every other year

9. Number of class sections per semester: 2

10. Number of students per semester: 100

11. Historic annual enrollment for the last three years: N/A  N/A  N/A

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by:
   Course Instructor Sarah N. Gatson
   Date 4/14/2013

14. Department Head
   Date 4/10/13

15. College Dean/Designee
   Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

This element will be evaluated through instructor’s assessment of 1) several short pieces of analytical written work (concept papers and written discussion responses), 2) several short analytical media presentations (PowerPoint slides); these assignments assess students’ demonstration of critical engagement with various formats of popular culture in a media-literate fashion.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This element will be evaluated through instructor’s assessment of several short analytical papers, several short PowerPoint presentations, and several interactive discussion sessions addressing their own interpretations of course materials, and linking those interpretations with the empirical world. The goal is to develop their media literacy as well as their ability to present their own ideas in a nuanced and clear fashion.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

This element will be evaluated through instructor’s assessment through in-class exercises of students’ ability to reflect upon past participation in local cultures, observe current cultural interactions, products, and values, and create sociologically analytical materials demonstrating understanding of & ability to apply theoretical frameworks. Quantitative and qualitative skills will be assessed by student’s performance on reading and creating tables that convey and analyze important aspects of different research projects.
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Understanding how cultural expression is related to civic participation is a key component of understanding social responsibility. This element will be evaluated through instructor's assessment of students' written and oral work that analyses of the multicultural and intersectional landscape of popular culture, which includes an understanding that all subgroups, identities, and communities participate in making this complex, interconnected, and often volatile landscape.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Department of Sociology
SOCI 212: Sociology of Popular Culture
Request for International and Cultural Diversity designation

This course focuses on the sociological understanding of popular culture (including the arguable distinction between “popular” and “mass” culture), and presents the students with a diverse array of claims to meaning making. While the course lecture focuses on the American context, this context is explicitly recognized as a multicultural space, co-created by its members who have come, and continue to come, from a wide spectrum of the globe. The course begins with an examination of the classic and contemporary social scientific definitions and theories of culture, particularly focusing on the tension between popular versus “high” or elite culture(s). In the remainder of the course, we will deal with 1) various forms and arenas of popular culture, such as television, film, and music; 2) Institutions and popular culture, such as the law; and 3) Identity (race, class, gender, and sexuality) and popular culture. Students specifically are assigned to bring in their own community, ethnic, racial, religious, etc. cultural experiences in to the classroom space in order to learn to approach their own experiences critically, and to engage in potentially contentious space with their peers in a literate and respectful way.
***THIS IS YOUR CONTRACT; PLEASE READ IT CAREFULLY***

SOCI 212: Sociology of Popular Culture

TR 2:20-3:35 p.m., Spring 2014
Professor Sarah N. Gatson

Office: 427 Academic; 845-7267; gatson@tamu.edu
Office hours: 11-1, T; 11:30-1:30 W; and by appointment

Course Description: Examination of the classic and contemporary social scientific definitions and theories of culture, and popular versus “high” or elite culture(s), various forms and arenas of popular culture, such as television, film, and music, institutions and popular culture, identity (race, class, gender, and sexuality) and popular culture.

This course focuses on the sociological understanding of popular culture (including the arguable distinction between “popular” and “mass” culture). The course will begin with an examination of the classic and contemporary social scientific definitions and theories of culture, and popular versus “high” or elite culture(s). In the remainder of the course, we will deal with 1) various forms and arenas of popular culture, such as television, film, and music; 2) Institutions and popular culture, such as the law; and 3) Identity (race, class, gender, and sexuality) and popular culture.

Learning Outcomes:
- Communicate through analytical written work (concept papers and written discussion responses)
- Communicate through analytical audiovisual media presentations (PowerPoint slides)
- Engage critically with various formats of popular culture and develop multicultural media literacy.

Pre-requisites: None

Required Readings:
Books:
*Popular Culture: A Reader*, eds. Raiford Guins & Omayra Zaragoza Cruz (Sage, 2005) – Selected Readings
*Connecting Social Problems and Popular Culture: Why Media is Not the Answer*, Karen Sternheimer (Westview, 2010).

Readings:
Course Requirements & Evaluation [200 points total; 180-200 (A), 160-179.5 (B), 140-159.5 (C), 120-139.5 (D), Below 120 (F)]; IT IS YOUR RESPONSIBILITY TO MAKE SURE I HAVE ALL YOUR ASSIGNMENTS IN, AND IN ON TIME. Additionally, please note that I WILL NOT RE-GRADE assignments in order to round up to a higher grade. For example, 179 and 179.5 are Bs, and will not be rounded up to a 180/A. Grade changes will be made ONLY due to calculation errors on my part.

CLASS PARTICIPATION & ABSENCE POLICY: I do not take attendance; it is your responsibility to come to class on time and to be responsible for the material covered therein. While I am happy to answer questions pertaining to the course, I will not re-provide lectures or produce my lecture notes for you – THE POWERPOINTS USED IN CLASS AND AVAILABLE ONLINE ARE NOT FULL NOTES; THEY ARE OUTLINES. If you miss class for any reason, your best option for getting back up to speed is to communicate with other students, whom you may ask to share their notes. Please see Rule 7 under Part I (http://studentrules.tamu.edu/search/rule7.htm) for details on excused absences, which I only need to be notified of in the event of missing an assignment or exam deadline, so that make-up work may be scheduled.

ASSIGNMENTS – All assignments should be uploaded to corresponding assignment areas on eLearning. Make sure to save a copy of all assignments. ALWAYS MAKE SURE TO MAKE A BACK-UP COPY; NEVER ERASE YOUR PAPER FROM DISK UNTIL AFTER THE SEMESTER ENDS, TO AVOID “LOST” PAPERS. If you ever have trouble uploading an assignment, MAKE SURE TO EMAIL A COPY to me either through eLearning or to my regular TAMU account by the deadline – emails are automatically time-stamped, and you will not be sanctioned for missing the deadline. When the assignment is one that other students need to review and give feedback on, I will upload it for you when necessary.

CONCEPT PAPERS (CPs): 30%/60 points (2 X 30 points). These are short, 1-2 page papers used to assess your grasp of concepts and materials discussed in class. They are based on discussion prompts that I will either present in class or post online. The graded CPs should be saved and referred to when constructing other assignments. Please refer to the schedule on pages 3-4 below for due dates for each CP.

POPULAR CULTURE OBSERVATIONS (PCOs): 50%/100 points (4 X 25 points) These are 1-2 slide PowerPoint presentations explaining an example of popular culture. These are based on your understanding of the overall concept of popular culture, and of the particular examples you choose. Please refer to the schedule on pages 3-4 below for due dates for each CP. For this assignment, you must produce one each of the following:

1) Autoethnographic/Community: Based on your own life, you will present an example of popular culture from your home community in which you have participated.
2) Audio Visual: You will present on a film or television series that you think is an example of popular culture.
3) Audio: You will present on a piece of music, musical artist, or band that you think is an example of popular culture.
4) **Textual:** You will present on a book, magazine, or other text-based format that you think is an example of popular culture.

**NOTE:** The Autocthnographic/Community presentations may cover formats outlined in the other three assignments, **BUT YOU MAY NOT USE THE SAME EXAMPLES IN ANY OF THE ASSIGNMENTS.** Both the assigned readings from the textbooks AND the remainder of these books should be considered your secondary source material for your papers and presentations.

**DISCUSSION QUESTIONS:** 20%/40 points (4 X 10 points). These are online responses to discussion questions posted on eLearning. They have deadlines attached to them. They are not on the schedule, and serve as a way to make sure you are engaged with the course materials, and with one another – 7 points will be awarded for the original response you make to the question, and 3 points for a response you make TO ANOTHER STUDENT’S RESPONSE.

**Schedule ("*" highlights weeks when an assignment is due):**

**Week 1: 1/13-17:**
- **T:** Introductory discussion: Course objectives and Discussion of Concept Paper and Presentation requirements.
- **R:** *What is popular culture?* Cullen, pp.1-9; Guins & Cruz, pp. 1-18

**Week 2: 1/20-24:** **Marking boundaries, marking identities**
- **T:** Guin & Cruz, 19-38; Sternheimer, 1-20
- **R:** Cullen, pp.57-77 (Minstrelsy & Blackface; lecture will also discuss Racebending.com)

**Week 3: 1/27-1/31:** **Reading alone, reading together – the creation of mass media**
- **T:** Cullen, pp. 10-29; Guin & Cruz, 449-461
- **R:** Cullen, pp. 78-94; Guin & Cruz, pp.249-262
- **CP # 1 due by 5p.m., Friday, Jan. 31 – Topic:** What is the difference between popular culture and mass culture?

**Week 4: 2/3-7:** **Performing Identity in Public: Race, Class, Gender, and Sexuality**
- **T:** Cullen, 65-128; Guin & Cruz, pp. 355-371;
- **R:** Cullen, 270-294; Guin & Cruz, pp. 285-293

**Week 5: 2/10-14:** **Performing Identity in Public: Race, Class, Gender, and Sexuality**
- **T:** Guin & Cruz, pp. 372-416
- **R:** Guin & Cruz, pp. 429-440; 462-479
- **CP # 2 due by 5p.m., Friday, Feb. 14 – Topic:** What is popular and cultural about identity?

**Week 6: 2/17-21:** **Performing Identity in Public: Race, Class, Gender, and Sexuality**
- **T:** Guin & Cruz, 324-337
- **R:** Guin & Cruz, pp.479-503

**Week 7: 2/24-2/28:** **Mass medias**
- **T:** Cullen, pp.129-202
- **R:** Cullen, pp.234-293

**Week 8: 3/3-7:**
- **T:** Guin & Cruz, pp.504-533
- **R:** Making a PowerPoint presentation
PCO # 1 due by 5p.m., Friday, Mar. 7

3/10-14: SPRING BREAK

*Week 9: 3/17-21: “Everything bad is good for you” – moral panic and popular culture
  T: Sternheimer, pp.21-46
  R: Sternheimer, pp.47-74
  PCO # 2 due by 5p.m., Friday, Mar. 21

Week 10: 3/24-28: “Everything bad is good for you” – moral panic and popular culture
  T: Sternheimer, pp.75-122
  R: Sternheimer, pp.123-156

*Week 11: 3/31-4/4: “Everything bad is good for you” – moral panic and popular culture
  T: Sternheimer, pp.157-178
  R: Sternheimer, pp.179-210
  PCO # 3 due by 5p.m., Apr. 4

Week 12: 4/7-11: “Everything bad is good for you” – moral panic and popular culture
  T: Sternheimer, pp.211-230
  R: Sternheimer, pp.231-256

Week 13: 4/14-18: “Everything bad is good for you” – moral panic and popular culture
  T: Sternheimer, pp.257-284
  R: Sternheimer, pp.285-300

*Week 14: 4/21-25: “Everything bad is good for you” – moral panic and popular culture
  T: Gatson readings; In-class discussion.
  R: Gatson readings; In-class discussion.
  PCO # 4 due by 5p.m., Friday, Mar. 25
Format for Papers

All papers must conform to the following guidelines:

**Cover page:** This page should have your name, course and section number, and any other identifying information. Do NOT repeat any of this information in the text of your paper, unless it is in a header or footer (i.e. it should not be used to take up space in the body of the paper).

**Margins:** All margins (top, bottom, right and left) must be 1 inch. If you are using Microsoft Word, click on File; click on Page Set up; under Margins, enter the number “1.” If you have trouble doing this, SEE ME prior to turning in the paper.

**Spacing:** Double-spaced, except for any lengthy (taking up more than four lines of text) quotations, which should be indented and single spaced. Do NOT put an extra space between paragraphs.

**Font:** You must use 12-point font. Size matters. Style (as long as it isn’t one of the fancy or symbol fonts) doesn’t. Personally, I prefer Times New Roman.

**Length:** Adhere to the page-length requirement in the syllabus for each paper assignment – these length requirements are meant to highlight the need for editing to make your paper more concise and clear. If, before you turn in the paper, you find that you are more than a line or two under or over the required length, this is a signal to you that you need to do some re-writing.

**Grammar and Proofreading:** Adhere to standard American English spelling and grammar requirements. Proofread your papers, as spell-checking with a computer program is not the same thing as using language properly, and spell-check will not alert you to typographical errors other than misspelled words. If you have concerns about your proof-reading skills, ask a classmate to proof your paper for you, as it is often easier to catch someone else’s mistakes. You may also go to the Writing Center in the Evans Library – for more information:

http://writingcenter.tamu.edu/.

**Sources/Works cited/Bibliography:** If the paper is a research rather than a short response paper (i.e., you are required to outside research of primary and/or secondary materials), please include a full bibliographic section, in alphabetical order, of the sources you used. Within the text itself, you may use whatever citation format with which you are most comfortable. If you are unfamiliar with citation formats, you may check out the online Chicago Manual of Style for commonly used formats: http://www.chicagomanualofstyle.org/tools.html. The parenthetical method of citation within the text – (Gatson, 1997: 56) or (Gatson, 1997, p 56) is generally more concise and easy to read. Online sources are fine for general research, but must be cited as such, and you must be able to explain why they are relevant when a research article was just as available as a source. News articles may be used as sources if they are being used to illustrate the existence of a phenomenon or cultural concept, but NOT as independent research sources like law review articles or scholarly journal articles or books.
All of the above are meant to be read as requirements aside from the content requirement of critical engagement with the course materials. These requirements may seem nit-picky to you, but they are required because the various ways students have of getting around length and style requirements often make the papers vastly unequal and difficult to grade on an acceptable standard.

The papers will be graded on the following percentage system: 40% for content, and understanding and application of the material; 30% for clarity and structure of your argument; and 30% for the grammar and style/format and proofreading rules.

Making the same guidelines errors will result in more points off than that occurrence in the first paper.
## Sample Grading Rubric

<table>
<thead>
<tr>
<th>Use of sociological concepts</th>
<th>The writer skillfully intertwines several sociological concepts to advance a sophisticated argument or understanding of social issues.</th>
<th>The writer uses 2 or 3 sociological concepts well and develops them, but does not construct a framework that links all of the concepts together.</th>
<th>The writer uses a couple of concepts, but does not explain them in sufficient detail to demonstrate why they can explain or illustrate the social phenomena under examination.</th>
<th>The writer selects sociological concepts inappropriate for the topics under discussion/investigation and misuses them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>The paper is clearly organized. For instance, each paragraph’s topic sentence clearly introduces a new topic or issue, while advancing an identifiable argument or interpretation of the issues.</td>
<td>The paper is well organized, but there are gaps in the writer’s logic in moving from one concept or issue to another.</td>
<td>The paper’s topic sentences and explanation of concepts are incomplete and misleading.</td>
<td>The paper lacks coherence. The lack of organization is unacceptable in college writing.</td>
</tr>
<tr>
<td>Presentation</td>
<td>The paper is polished and presented in a sophisticated manner.</td>
<td>The paper is relatively well written, but there are a few awkward sentences and phrases that could have been corrected.</td>
<td>The paper has many awkward sentences and phrases, and the sentences do not “hang together” in a way that propels the paper forward.</td>
<td>The paper is not written at a level appropriate for college writing.</td>
</tr>
<tr>
<td>Grammar</td>
<td>The paper contains no grammatical errors.</td>
<td>The paper contains minor grammatical errors that could have been corrected with more thorough revision.</td>
<td>The paper contains several grammatical errors unacceptable in college writing.</td>
<td>The paper is rife with grammatical errors that are unacceptable in college writing.</td>
</tr>
<tr>
<td>Overall score</td>
<td>Awesome!</td>
<td>Good work.</td>
<td>Satisfactory.</td>
<td>Needs considerable improvement.</td>
</tr>
</tbody>
</table>
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Disability Service in Room B118 of Cain Hall. Phone/TTY: 979-845-1637 • Fax: 979-458-1214 • E-mail: disability@tamu.edu, http://disability.tamu.edu/

Aggie Honor Code

“An Aggie does not lie or cheat or tolerate those who do.” http://aggiehonor.tamu.edu

Our conduct in this class should embody the spirit as well as the letter of the Aggie Honor Code. If you have any questions about the code or Honor Council and its Procedures, please consult the “Know the Code” website found at http://compliance.tamu.edu/CodeConduct.aspx.
Texas A&M University

Departmental Request for a New Course
Undergraduate ▪ Graduate ▪ Professional
* Submit original form and attach a course syllabus.*

Form Instructions

1. Request submitted by (Department or Program Name): Sociology

2. Course prefix, number and complete title of course: SOCI 212: Sociology of Popular Culture

3. Catalog course description (not to exceed 50 words): Examination of the classic and contemporary social scientific definitions and theories of culture, and popular versus “high” or elite culture(s), various forms and arenas of popular culture, such as television, film, and music, institutions and popular culture, identity (race, class, gender, and sexuality) and popular culture.

4. Prerequisite(s): None

Cross-listed with: N/A

Stacked with: N/A

Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? ☐ Yes ☐ No [If yes, from ___ to ___]

6. Is this a repeatable course? ☐ Yes ☐ No [If yes, this course may be taken ___ times.]

Will this course be repeated within the same semester? ☐ Yes ☐ No

7. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)

   N/A

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   General academics

8. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

9. Prefix Course # Title (excluding punctuation)

SOCI 212 Sociology of Popular Culture

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CP Code</th>
<th>Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>ENGR Code</th>
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<td>12590</td>
<td>14 - 15</td>
<td>03632</td>
</tr>
</tbody>
</table>

Approval recommended by:

Jane Self
Department Head or Program Chair (Type Name & Sign) Date

Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services - 3/10

Received APR 25 2013
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): Educational Psychology

2. Course prefix and number: EPSY 321

3. Texas Common Course Number: NA

4. Complete course title: Adolescent Development for Educators

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   □ Communication
   □ Mathematics
   □ Life and Physical Sciences
   □ Language, Philosophy and Culture
   □ Creative Arts
   □ American History
   □ Government/Political Science
   □ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   ☑ Yes  ☑ No  per David Byrd 4-9-13

8. How frequently will the course be offered?
   This course is offered every semester

9. Number of class sections per semester: 1

10. Number of students per semester: 20-30

11. Historic annual enrollment for the last three years: 2012-13/34  2011-12/50  2010-11/73

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

13. Submitted by: [Signature]
   Course Instructor

14. Department Head
   [Signature]
   Date 3/29/13

15. College Dean/Designee
   [Signature]
   Date 3/29/13

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

Associate Provost
for Undergraduate Studies
APR 01 2013
Texas A&M University

See form instructions for submission/approval process.
Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

This course provides a detailed empirical look at the period of human development known as adolescence. Students will learn about the biological, cognitive, and social developmental milestones that typify this dynamic stage of life and how they interact to move one from childhood to adulthood. Theoretical approaches to studying adolescence will be conveyed, with an emphasis on how adolescence is culturally defined and contextually experienced. The structural and transitional changes that the family unit, peer group, and school go through and their influences on the teenager will be explored. The impact of media on attitudes, behaviors, and actions will be explored. Finally, the burgeoning psychosocial manifestations of autonomy, identity, intimacy, and sexuality will be covered with regards to both their origins and expressions.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

This course utilizes a fully interactive “My Virtual Teen” computer simulation program by which a student will “give birth” to a child and then be in charge of their child’s development throughout the semester. The program calls for them to evaluate the different parenting choices available to them for a variety of different life circumstances that are unique to the adolescent period of life (early stages of puberty, first dates, alcohol and drug use, etc.) and they must synthesize what they have learned in class to try and optimize their virtual teens physical health, cognitive development, and socialization. It is an innovative way for the classroom concepts we talk about in class to present themselves in a “real world” context as is a great opportunity for both reflection and introspection.

EVALUATION: Critical Thinking will be evaluated through monitoring the progression of each student through the My Virtual Teen program and how they respond (both in the choices they make and the justification they provide as to their thought processes behind it) to their teen’s growing physical stature, cognitive capacities, and social expression. In addition, three unit exams will be given for each of the major units (Fundamental Changes of Adolescence, Contexts of Adolescence, and Psychosocial Development of Adolescence) that will call for the students to answer scenario and contextually based questions that will call for them to use their course knowledge along with critical thinking skills to derive the correct answer.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

The course calls for students to utilize a variety of different communication styles across several assignments and projects. Weekly written attendance assignments help students make a personal connection with the subject matter so that they can bring a textbook theory or lecture topic to life by relaying it to their own adolescent experiences. The final “audio adolescence” project incorporates an audio component by which students search for a collection of songs that each, individually, represent a chapter that we covered in class during the semester. Drawing from the lyrics, historical era, band background, etc. the students must relate the music to the material and draw out important terms, theories, or other essential aspects that are represented by the songs they selected.

EVALUATION: Communication will be evaluated through the grading of the periodic attendance assignments and judging how well students were able to effectively and persuasively provide their reaction and commentary to a lecture topic, video, or other class aspect that they were asked to respond to. Class discussion on current adolescent topics will also be incorporated into the course so that dialogue and discourse can occur on events that correspond to units we cover in class.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

This class features in-depth examinations that call for the students to use higher order thinking and reasoning skills to answer scenario-based multiple choice questions. Terminology, theories, and other related content are implicitly embedded and included in each question (and not explicitly stated). Students must recognize and observe the pertinent and relevant material so that they then might be able to deduce or reach an informed conclusion as to what the correct response might be.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

This course is aimed at preparing students to work with, educate, or better understand “youths” in our society. Regardless the domain, based on their knowledge of the unique facets and features of this particular cohort, students will be equipped to effectively engage and reach adolescents in an educational, professional, or recreational setting.

EVALUATION: The evaluation of social responsibility occurs in tandem with a field trip to Bryan High School whereby they have the opportunity to interact with current freshman, sophomore, junior, and senior level high school students and learn about the issues currently facing them in an academic, social, and home environment. All of my students are required to submit thoughtful questions that they would like to pose to the BHS students and are evaluated on the degree of completeness and appropriateness. At the same time, my class is able to share their transition experiences from high school to college and an open dialogue is created in which the two groups (my class and the student panel) are able to share their thoughts on a wide range of topics from curfew to parent involvement. EPSY 321 students are required to write a reaction paper on the quality of this discussion that asks them to introspectively examine the answers the BHS students provided and how they would deal with these if those students were in their class (teacher perspective) or in their home (parent perspective).

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
COURSE OUTLINE and SYLLABUS
EPSY 321: Adolescent Development (Spring 2013)

Instructor:
Dr. Robert S. Woodward, Jr. “JAY”
Office 602 Farrington Tower
Office phone: 845-1802
Email: drjay@tamu.edu
Office Hours: TBD (by appointment)

Textbook:
(ISBN: 9780073532035)

Course Purpose: This course provides an overview of research and theory on
adolescent development, with a special emphasis on introspective and
interactive learning experiences to broaden the understanding and
deepen the impact of what is learned and discussed in class.

Course Objectives:
1. Develop an understanding of the psychological, biological, emotional, and
   sociological issues that an individual encounters during adolescence, with special
   attention to the specific problems today’s adolescents must cope with.
2. Compare and contrast “textbook” applications of adolescent developmental theories
   to “real-life” practices and approaches.
3. Use your critical thinking skills, your knowledge of self and subject matter, and your
   creativity to fully develop your own personal concept of what aspects are essential
   and uniquely inherent to adolescence
4. Raise your own virtual teen using the principles discussed in class to guide your
   parenting practices and decision making

Course Evaluation: Your grade in this course will be determined by the following:
Attendance Assignments (5 @ 6 pts. each) 30 pts.
My Virtual Teen (Cyber Parenting) 51 pts.
Semester Project
espy-TUNES: “Audio Adolescence” 60 pts.
(3 @ 60 pts. each) 180 pts.

TOTAL 321 pts.

Grading: Letter grades will be assigned on the following basis:
A = 285 - 321 pts.
B = 250 - 284 pts.
C = 225 - 249 pts.
D = 200 - 224 pts.
F = anything below 200 pts.
Academic Honesty

As commonly defined, plagiarism consists of passing off as one's own words, writings, etc., which belong to another. Therefore, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. In addition, all materials generated for this class are copyrighted. As such, you do not have the right to copy the handouts, unless I specifically grant permission. If you have any questions concerning plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section entitled "Scholastic Dishonesty."

AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: www.tamu.edu/aggiehonor/

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statue that provides comprehensive civil rights protection for persons with disabilities. Among other things this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Department of Disability Services in Cain Hall B118. You may call 845-1637 or email disability@tamu.edu. Additional information is available at http://disability.tamu.edu.

Students with Special Needs

Any student who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation.

Explanation of Assignments:

➢ "Attendance Assignments"
   **Due Dates: T.B.D.**
   Based on what you read, saw or experienced in class, write a short reaction detailing how it aided, improved, or expanded upon your previous notions of that area of adolescence:

   While there is no set page limit for these assignments, you will need to clearly articulate your reaction in an appropriate, thoughtful manner (that should certainly exceed a paragraph!). Do not recapitulate or repeat (verbatim) what we learned in class, rather, I am looking for your personal thoughts on the material based on your teenage experiences or other relevant notions.

   Your reaction paper will be due in class the week after the assignment is announced. **No electronic copies (a.k.a. email) will be accepted, and all submissions must be typed out and turned in before class.**

   Attendance assignments cannot be made up unless the student provides a university excused reason for their absence. Specific to absences, as this course only meets once a week, attendance at each scheduled class meeting is required and expected for every student.

   Any unexcused absences will result in an automatic 15 pt. deduction of points from your final semester grade.
MY VIRTUAL TEEN
My Virtual Teen is an interactive web-based simulation that allows you to raise a child from birth to age 18, with a specific focus on the teenage years, and monitor the effects of your parenting decisions over time. This engaging website lets you apply the key concepts that you are learning in your adolescent development class.

You will be responsible for keeping up with your parenting practices as we study different components of adolescence and use the knowledge you have gained in class to raise the best teen that you can.

At the end of each age, there will be summary questions that you will need to complete based on your teen’s development, your classroom knowledge, and the experience you “both” are facing.

A.Q.K.W.A.R.D:
“Another Quiz on Knowledge, Wisdom, & Adolescence Readings / Discussions
Scheduled Dates:
I – February 13th (Intro. + Chapters 1, 2 & 3)
II – March 20th (Chapters 4, 5, 6 & 7)
III – April 17th (Chapters 8, 9, 10, 11, & 13)

These quizzes will be used to assess your knowledge on all things adolescence and will contain questions from all assigned readings / textbook chapters, class discussions, current event presentations, video screenings, and other related course content.

The quiz format will be a multiple choice and students will need to bring a grey 8.5” x 11” TAMU scantron to class. Though called a quiz, these assessments are similar both in point value and content to a “standard” test and require an in-depth knowledge of the material (both book and lecture) to do well. Please plan and prepare accordingly.

Semester Project: Audio Adolescence Due on/before May 10th

Using the concepts, traits, definitions, and other salient research findings or notions discussed in class or in your readings, identify a “six pack” of songs that, through the lyrics, background/history, or other identifiable and arguable characteristic, address a key issue of adolescence specific to eight of your textbook chapters.

The song can be from any era, genre, or style of music – there are no limitations.

Prepare a comprehensive written summary analyzing each of the songs (6 songs total from chapters of your choosing) from a creative viewpoint specific to the chapter being discussed (from your Steinberg textbook). What features of the song call to mind that particular area? What references (direct or indirect) allude to specific characteristics/theories/terminology discussed in the chapter? How does this song typify this area or adolescence? What is inherent in the lyrics (specifically mention) that describe and depict this particular stage or area? What is the contemporary relevance to how the song might have been perceived that accentuates its relation to adolescence?

You can choose to address these questions or any related questions of your choice to fully describe each of your songs. You must cite any information you use from your text, lecture notes or other sources!

The best way to complete this project is to work on it gradually throughout the semester while the material from each chapter/lecture is fresh in your mind. It is more time consuming to try and do this all in one sitting at the end of the semester.

DON’T WAIT TO THE LAST MINUTE TO GET STARTED ON THIS PROJECT!
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Assigned Readings</th>
<th>Due Dates/Class Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 16</td>
<td>Course Overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Intro to Adolescence</em></td>
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<td></td>
<td><strong>FUNDAMENTAL CHANGES OF ADOLESCENCE</strong></td>
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<tr>
<td>Jan 23</td>
<td>Chapter One</td>
<td>Video Overview:</td>
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<td></td>
<td><em>Biological Transitions</em></td>
<td><em>The Teen Species!</em></td>
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<tr>
<td>Jan 30</td>
<td>Chapter Two</td>
<td>Video Lobotomy:</td>
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<td></td>
<td><em>Cognitive Transitions</em></td>
<td><em>Inside the Teenage Brain!</em></td>
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<tr>
<td>Feb 6</td>
<td>Chapter Three</td>
<td>Video Snapshot:</td>
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<tr>
<td></td>
<td><em>Social Transitions</em></td>
<td><em>Coming of Age</em></td>
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<td>Feb 13</td>
<td><strong>AQUAKWARD 1</strong></td>
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<td>Feb 20</td>
<td>Chapter Four</td>
<td><strong>FIELD TRIP!</strong></td>
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<td><em>Families</em></td>
<td><em>Bryan High School</em></td>
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<td>Chapter Six</td>
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<td><em>Schools</em></td>
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<tr>
<td>March 6</td>
<td>Chapter Five</td>
<td>Video Flashback:</td>
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<tr>
<td></td>
<td><em>Peer Groups</em></td>
<td><em>American Teen</em></td>
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<tr>
<td>March 13</td>
<td>Chapter Seven</td>
<td>Beach Reading</td>
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<td></td>
<td><em>Work, Leisure, &amp; Mass Media</em></td>
<td><em>Spring Break!</em></td>
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<tr>
<td>March 20</td>
<td><strong>AQUAKWARD 2</strong></td>
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<tr>
<td>March 27</td>
<td>Chapter Eight &amp; Nine</td>
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<tr>
<td></td>
<td><em>Identity &amp; Autonomy</em></td>
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<tr>
<td>April 3</td>
<td>Chapter Ten &amp; Eleven</td>
<td>Under Cover Video!</td>
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<td></td>
<td><em>Intimacy &amp; Sexuality</em></td>
<td><em>Middle School Confessions</em></td>
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<tr>
<td>April 10</td>
<td>Chapter Thirteen</td>
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<td><em>Psychosocial Problems</em></td>
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<td>April 17</td>
<td><strong>AQUAKWARD 3</strong></td>
<td></td>
</tr>
<tr>
<td>April 24</td>
<td>Semester Grade Return / Semester Project Review</td>
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**Monday, May 10th**  **AUDIO ADOLESCENCE DUE**  
(10:30 a.m. – 12:30 p.m. – turn in at office)